

Peer Assisted Study Sessions – Pillars in Evaluation

A Session Planning Framework for PASS Leaders
By Chantalle Narayan, Andrea Stiglingh & Valentin Stoica

Purpose

The Peer Assisted Study Sessions - Pillars in Evaluation or 'PASS PIE' functions as a session planning framework for new and continuing leaders aimed at encapsulating a PASS Leader's role, along with the key PASS fundamentals (Narayan, Stiglingh & Stoica 2016). It was created in 2016 by three PASS Leaders at the University of Adelaide as the continuation of a team project, which evaluated and suggested improvements for the recruitment and training process of new PASS Leaders. The framework supports new leaders in preparing for sessions, addressing important PASS objectives such as developing effective study techniques and the "development of students as independent learners" (Dawson *et al.* 2003). The PASS PIE can be applied across Faculties and institutions. It is the embodiment of the PASS Leader Manual in a simple to understand visual format.

Development of the PASS PIE

Prior to the creation of the PASS PIE, potential leaders were introduced to the Research Skills Development (RSD) Framework (Figure 2) during their online training and the NADES framework (Figure 3) during their on-campus training. Leaders were encouraged to use these frameworks to prepare for their weekly PASS sessions. However, following extensive consultation with Dr. John Willison it was decided that the full-scope of the RSD was not directly relevant to the purposes of PASS. It was decided that a "spin-off" framework which combines key ideas of both frameworks and encapsulated the PASS fundamentals expressed in the PASS Leader Training Manual (Dawson *et al.* 2003) may be a more appropriate planning tool. The pentagon representation of the RSD framework provided inspiration for producing a visually stimulating model, where the seamless interconnection of components allow for a non-linear planning process (catering for the different needs of PASS sessions from different faculties).

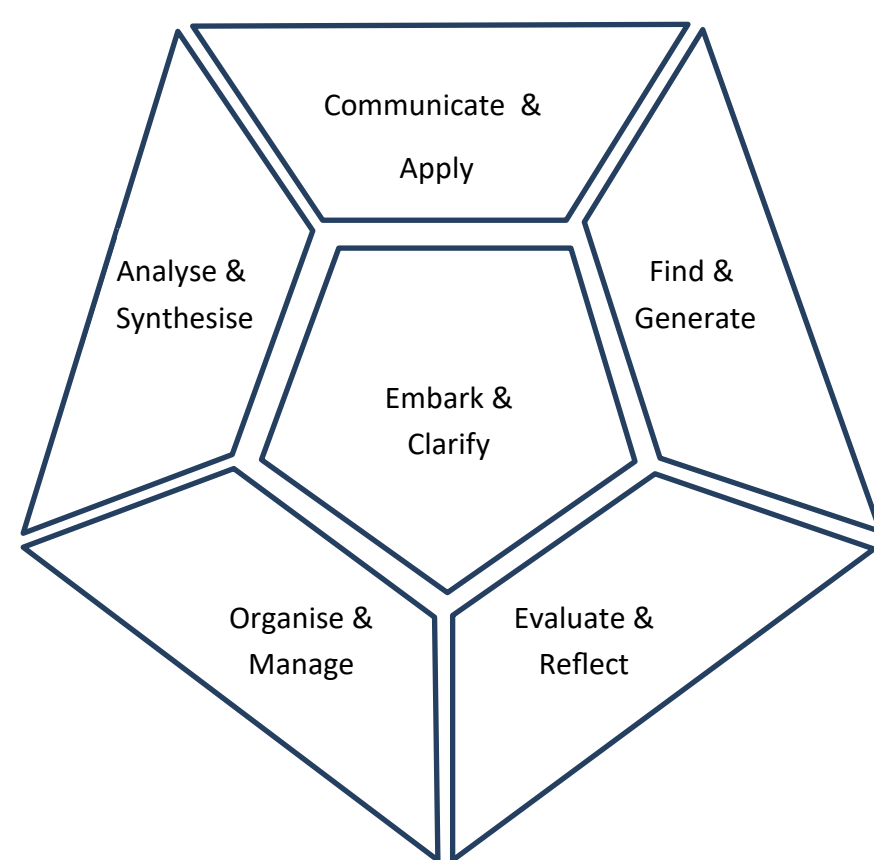


Figure 2 - A simplified, visual representation of the Research Skills Development (RSD) Framework (Willison, 2006).

Name it
Aims
Design Questions/Activities
Evaluation
Study Skills

Figure 3 - NADES Framework used in PASS leader training (Stratton, 2014).

Implementation

The PASS PIE has formally been implemented into the PASS program at the University of Adelaide. The undertaking of Observation Visits has been transformed by the introduction of the PASS PIE. Observers are now able to measure against the facets of the PIE as evidence of effective PASS leadership and facilitation. The PASS PIE has also successfully created common ground and a collaborative foundation between new & continuing leaders, Coordinator & leaders, and observers & leaders being evaluated. Furthermore, the training of new leaders has been modified. The PIE is now being used to introduce new leaders to the program. Leaders are better equipped to begin planning sessions before adopting the role of a PASS Leader. The PASS PIE was used at the on-campus training day for the first time in 2017 and has now been incorporated into the online training of PASS Leaders at the University of Adelaide.



Figure 1 - The Peer Assisted Study Sessions (PASS) Pillars in Evaluation (PIE) Framework (Narayan, Stiglingh & Stoica 2016).

Rationale for the PIE

A lecturer or tutor would put 'Learning Outcomes' in the centre, as their primary purpose is to teach students. However, a PASS leader's purpose is to facilitate, evaluating what students have learned and helping them express this information while developing positive study skills and graduate attributes.

The Pillars

During the class planning process, the pillars may be considered in any order that feels natural so long as each facet has been addressed. Leaders are encouraged to bear in mind the overarching goal of facilitation by systematically judging how addressing each pillar will also lead to effective evaluation. Evaluation can take the form of students self-evaluating, students peer-evaluating or the leader evaluating how the session is progressing. Table 1 below depicts the connection between the chosen PASS PIE pillars/slices and both the RSD Pentagon and NADES frameworks.

Table 1 - Developing the PASS PIE Slices

PASS PIE 'Slice'	RSD Pentagon Facet	NADES Component
Define Learning Outcomes	Embark & Clarify	Name
	Find & Generate	Aim
Create Activities	Analyse & Synthesise	Design Questions/Activities
Promote Group Work	Organise & Manage	
Evaluate	Evaluate & Reflect	Evaluation
Integrate Application & Study Skills	Communicate & Apply	Study Skills
Dynamism*		

* The Dynamism segment of the PASS PIE was made to be slightly disassociated with the rest of the PIE, as this component cannot be planned for in advance - encompassing unanticipated questions and scenarios. This segment was inspired by facilitation experience and the advice given by Dawson's *et al.* (2003) PASS Leader Manual.

References

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- Stratton, A., 2014, *NADES Framework*, University of Adelaide, Australia.
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